C
38nbH
91/92

THE
JOHN CRERAR
LIBRARY

STATE NORMAL SCHOOL

AT BRIDGEWATER, MASS.

CATALOGUE AND CIRCULAR.

Fifty-second Year, ending Aug. 31, 1892.

TERMS 118 AND 119.

BOSTON:
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
18 POST OFFICE SQUARE.
1892.

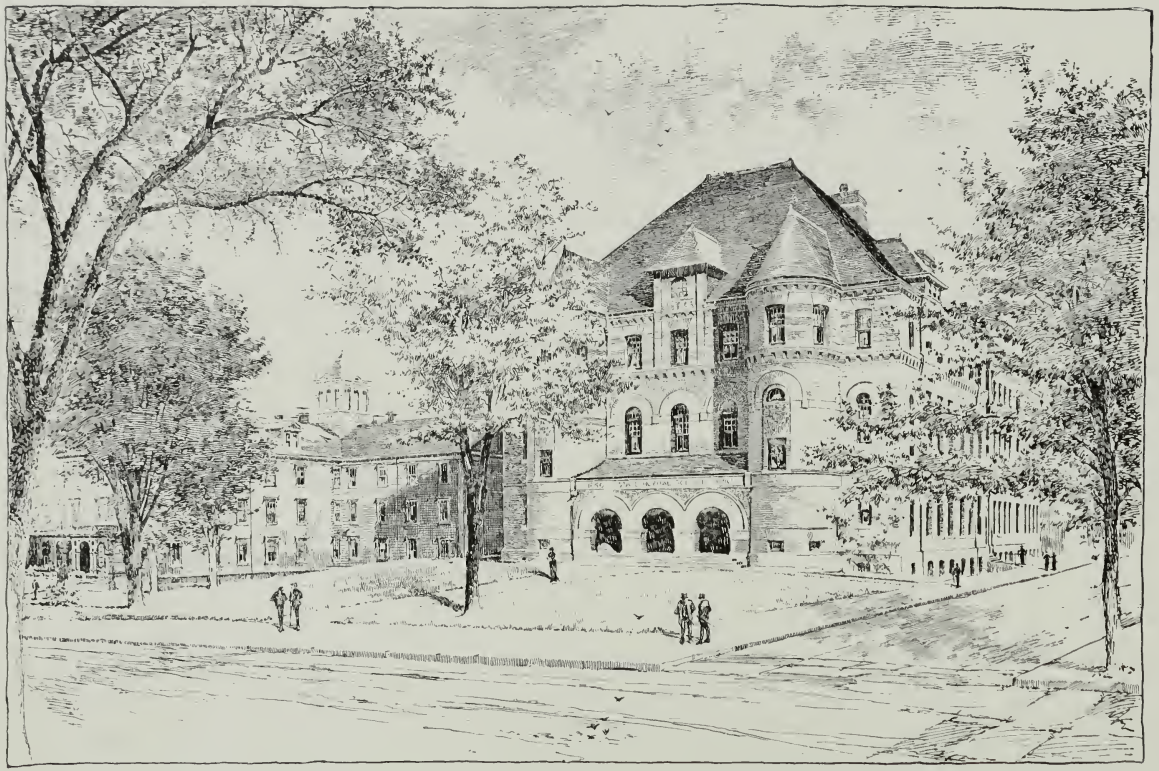
THE
JOHN CRERAR
LIBRARY

THE JOHNS HOPKINS UNIVERSITY LIBRARY.

Digitized by the Internet Archive
in 2013

http://archive.org/details/catalogcircular9192stat

FRONTISPIECE.



NORMAL HALL. STATE NORMAL SCHOOL, 1890.

STATE NORMAL SCHOOL

AT BRIDGEWATER, MASS.

CATALOGUE AND CIRCULAR.

Fifty-second Year, ending Aug. 31, 1892.

TERMS 118 AND 119.

BOSTON:
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
18 POST OFFICE SQUARE.
1892.

State Board of Education, 1892.

Established in 1837.

EX OFFICIO.

His Excellency WILLIAM E. RUSSELL, Governor.
His Honor WILLIAM H. HAILE, Lieutenant-Governor.

BY APPOINTMENT.

		TERM EXPIRES.
Elijah B. Stoddard, A.M.,	Worcester,	May 25, 1892.
Rev. Alonzo A. Miner, D.D.,	Boston,	May 25, 1893.
Mrs. Alice Freeman Palmer,	Cambridge,	May 25, 1894.
Admiral P. Stone, LL D.,	Springfield,	May 25, 1895.
Mrs. Kate Gannett Wells,	Boston,	May 25, 1896.
Milton B. Whitney, A.M.,	Westfield,	May 25, 1897.
George I. Aldrich, A.M.,	Newtonville,	May 25, 1898.
Elmer H. Capen, D.D.,	Somerville,	May 25, 1899.

Officers of the Board of Education.

John W. Dickinson, A.M., Secretary,	Newtonville.
C. B. Tillinghast, Asst. Sec'y and Treasurer,	Boston.
George A. Walton, A.M., Agent,	West Newton.
George H. Martin, A.M., Agent,	Lynn.
John T. Prince, Ph.D., Agent,	Newtonville.
Andrew W. Edson, A.M., Agent,	Worcester.
Grenville T. Fletcher, A.M., Agent,	Northampton.
Henry T. Bailey, Agent,	North Scituate.

Board of Visitors.

Mrs. Alice Freeman Palmer. George I. Aldrich, A.M.
John W. Dickinson, A.M.

INSTRUCTORS.

ALBERT GARDNER BOYDEN, A.M., Principal.
Educational Study of Man.

FRANZ HEINRICH KIRMAYER.
Classics and Modern Languages.

ARTHUR CLARKE BOYDEN, A.M.
Natural Science, History and Civil Polity.

WILLIAM DUNHAM JACKSON.
Physical Science, English Literature.

FRANK FULLER MURDOCK.
Natural Science, Mathematics.

HARLAN PAGE SHAW.
Physical Science, Industrial Laboratory.

FRANK ELLIS GURNEY.
Classics, Astronomy.

ISABELLE SARA HORNE.
Vocal Culture and Reading.

CLARA COFFIN PRINCE.
Vocal Music, Mathematics.

FANNIE AMANDA COMSTOCK.
Rhetoric, Arithmetic.

ELIZABETH HELEN PERRY.
Drawing.

EMMA CURTIS FISHER.
Grammar, Geometry.

Model School.

LILLIAN ANDERSON HICKS.
Principal.

CHARLOTTE LOUISE VOIGT.
MARTHA WILLIAMS ALDEN.
FLORA MAY STUART.

STUDENTS.

TERM 118, SEPT. 10, 1891.

SPECIAL COURSE.

Herron, Emily Kate,	Boston University,	*Dedham.*
Roberts, Emma Elizabeth,	Normal School,	*Jamaica, W. I.*

FOUR-YEARS COURSE.

Leonard, Merton Channing,	*Bridgewater,*	Entered Sept., 1886.
Chaplin, Olive Winslow,	*Norwood,*	" " 1887.
Thompson, Clara Elizabeth,	*Quincy,*	" " "
Jenney, Charles Ansel,	*Brockton,*	" Feb., 1888.
Fickett, Mary Grace,	*East Bridgewater,*	" " "
Atkins, Robert Stanford,	*Provincetown,*	" Sept., "
Barry, Thomas Joseph,	*Brockton,*	" " "
Bates, William Lester,	*Hingham,*	" " "
Eldredge, William Francis,	*New Bedford,*	" " "
Fallon, George Albert,	*Bridgewater,*	" " "
Leonard, Howard Chilson,	*Bridgewater,*	" " "
McGrath, John Francis,	*Natick,*	" " "
Packard, Herbert Sumner,	*West Bridgewater,*	" " "
Howes, Rebecca May,	*Yarmouthport,*	" " "
Hunter, Mildred Lee,	*Bridgewater,*	" " "
Leach, Luthera May,	*East Bridgewater,*	" " "
Meagher, Catherine Theresa,	*Milton,*	" " "
Newhall, Florence Asenath,	*Stoneham,*	" " "
Paterson, Janet Gilchrist,	*Quincy,*	" " "
Pierce, Ida Lewis,	*Middleborough,*	" " "
Sayles, Angie Maria,	*Adams,*	" " "
Paul, Samuel Babcock,	*Wareham,*	" Feb., 1889.
Bailey, Sarah Elizabeth,	*South Dartmouth,*	" " "
Burke, Augustus Oliver,	*Cochituate,*	" Sept., "
Copeland, Charles Reed,	*Bridgewater,*	" " "
Crocker, Louis Allen,	*Brewster,*	" " "
Gormley, James Henry,	*Boston,*	" " "

Harriman, Henry Haynes,	*Lawrence*,	Entered	Sept.,	1889.
Janvrin, Charles Edwin,	*Hampton Falls, N. H.*,	"	"	"
Keith, George Ambrose,	*Bridgewater*,	"	"	"
Southworth, Edward Franklin,	*Quincy*,	"	"	"
Wilson, George Hamilton, Jr.,	*East Boston*,	"	"	"
Howard, Elsie Gurney,	*Whitman*,	"	"	"
Hunt, Mary Eliza,	*Weymouth*,	"	"	"
Plimpton, Lucy Dwight,	*Walpole*,	"	"	"
Shaw, Hattie Bruce,	*Mattapoisett*,	"	"	"
Souther, Mary Marcella,	*Quincy*,	"	"	"
Ireland, Ralph Preston,	*Dunbarton, N. H.*,	"	Feb.,	1890.
Keith, Allen Phelps,	*Bridgewater*,	"	"	"
Higgins, Alice Herbert,	*Orleans*,	"	"	"
Jones, Lydia Winslow,	*Deering, Me.*,	"	"	"
White, Lucie,	*East Freetown*,	"	"	"
Allen, Lyman Richards,	*East Bridgewater*,	"	Sept.,	"
Carroll, John,	*Bridgewater*,	"	"	"
Sweet, Alvan Abel,	*Hampton, Conn.*,	"	"	"
Beale, Harriet Manlie,	*Centreville, R. I.*,	"	"	"
Chandler, Mary Etta,	*Norwood*,	"	"	"
Doten, Mabel Willard,	*Plymouth*,	"	"	"
Hayward, Harriet Seaver,	*Bridgewater*,	"	"	"
Howard, Alice Miriam,	*Easton*,	"	"	"
Howard, Annie Grace,	*Easton*,	"	"	"
Hunnewell, Edith Louise,	*West Somerville*,	"	"	"
Merritt, Lillie Eveline,	*South Amherst*,	"	"	"
Nutter, Isabelle Orr,	*East Bridgewater*,	"	"	"
Sawyer, Edith Lucinda,	*Bolton*,	"	"	"
Snow, Myrtie Belle,	*Peterborough, N. H.*,	"	"	"
Starrett, Henrietta Maria,	*Mount Vernon, N. H.*,	"	"	"
Swett, Clara Augusta,	*North Weymouth*,	"	"	"
Walters, Catharine Elizabeth,	*East Milton*,	"	"	"
Cholerton, Herbert,	*Bridgewater*,	"	Feb.,	1891.
Gardner, Harry Ellsworth,	*West Hanover*,	"	"	"
Smart, George Henry,	*Peabody*,	"	"	"
Thompson, Robert Louis,	*Topsfield*,	"	"	"
Cushing, Almy Plummer,	*South Weymouth*,	"	"	"
Pierce, Marion Lewis,	*East Milton*,	"	"	"
Wallace, Mary Lucinda,	*Athol*,	"	"	"
Clapp, Frank Wallace,	*Brockton*,	"	Sept.,	"
Goddard, Frederick Edwards,	*Abington*,	"	"	"
Hersey, Walter Henry,	*Quincy*,	"	"	"

Hutchins, William Vincent,	*Gloucester*,	Entered Sept., 1891.
Kirmayer, Frank Henry,	*Bridgewater*,	" " "
Alger, Edna Frances,	*Hingham*,	" " "
Clark, Carrie Bates,	*Freetown*,	" " "
Clarke, Fanny Maria,	*Rochester*,	" " "
Davis, Linnie Gibbs,	*Holbrook*,	" " "
Diman, Lizzie Gray,	*Holbrook*,	" " "
Eaton, Mary Helen,	*Woburn*,	" " "
Greenough, Flora May,	*Boston*,	" " "
Hanson, Harriet Mabel,	*Newmarket, N. H.*,	" " "
Howland, Deborah,	*Plymouth*,	" " "
McAnarney, Mary Ellen,	*West Abington*,	" " "
Townsend, Flora Phillips,	*Bridgewater*,	" " "
Townsend, Louise,	*Conway*,	" " "

Men, 34; women, 49.

INTERMEDIATE COURSE.

Hall, Emma Gray,	*Dennis*,	Entered Feb., 1886.
Eldridge, George Henry,	*Bourne*,	" Sept., "
Nickerson, Grace Estelle,	*Brighton*,	" " 1889.
Clark, Ruby,	*Bethel, Me.*,	" " 1890.
Oakman, Frank Everett,	*North Marshfield*,	" " "
Chesley, Georgiana,	*Newmarket, N. H.*,	" " 1891.

Men, 2; women, 4.

TWO-YEARS COURSE.

SENIOR CLASS. FEBRUARY, 1890.

Fuller, Robert Warren,	*Boston.*
Barker, Helen Durbrow,	*Bridgewater.*
Brown, Ella Jane,	*Plymouth.*
Crawford, Sarah MacDonald,	*Cambridgeport.*
Estes, Alice Amelia,	*Cambridge.*
Ewell, Ellen Blanchard,	*East Marshfield.*
Healey, Mattie,	*Bridgewater.*
Hewett, Sarah Baker,	*Bridgewater.*
Hourahan, Katherine Eleanor,	*South Raynham.*
Hunt, Emma Wilder,	*Peterborough, N. H.*
Read, Isabel,	*Freetown.*

Robbins, Mary Helena, ... *Walpole.*
Snow, Celia Stanzworth, ... *Wellfleet.*
Stevens, Emma Gertrude, ... *Newton Highlands.*
Weston, Annie Howe, ... *Middleborough.*

Men, 1; women, 14.

Sub-Senior Class. September, 1890.

Jackman, William Lincoln, ... *Lynn.*
Allen, Abbie Etta, ... *Dartmouth.*
Barker, May Evelyn, ... *Bridgewater.*
Bean, Mary Jolls, ... *Fall River.*
Billings, Flora Emeline, ... *Canton.*
Boyd, Helen Inez, ... *Newton Highlands.*
Burgess, Bertha Anna, ... *Cambridgeport.*
Burke, Lucy Adeline, ... *Brockton.*
Chamberlin, Isabelle Frances, ... *Boston.*
Cobb, Mary Louise, ... *Plymouth.*
Cole, Lettice Josephine, ... *East Orleans.*
Curtis, Ella Stanton, ... *Rockland.*
Doane, Delia Sarah, ... *Hawley.*
Field, Laura Jane, ... *Brockton.*
Foster, Josephine Clara, ... *Brattleborough, Vt.*
Gayner, Lillian Adelaide, ... *Brockton.*
Gomley, Louise Grace, ... *Abington.*
Gorman, Agnes Ellen, ... *Hingham.*
Killoury, Margaret Elizabeth, ... *Weymouth Centre.*
Leavitt, Carrie May, ... *Randolph.*
Lovell, Mary Eleanor, ... *Wayland.*
Lundberg, Emma Sophia, ... *Brattleborough, Vt.*
Marchant, Agnes, ... *West Yarmouth.*
McGoerty, Mary Ann, ... *East Braintree.*
Neely, Grace Russell, ... *Scituate.*
Padelford, Mabel Esther, ... *Kingston.*
Rice, Edith Allen, ... *Northborough.*
Rice, Hattie Louise, ... *Northborough.*
Ritter, Minnie Charlotte, ... *Middleborough.*
Roche, Ellen Loretta, ... *South Weymouth.*
Smith, Lizzie Belle, ... *Fall River.*
Townsend, Bessie Alice, ... *Plymouth.*
Warner, Mary Lizzie, ... *Bridgewater.*
Webster, Myra Dearborn, ... *Biddeford, Me.*

Welch, Anna Gerry, ... *Stoneham.*
Weston, Abbie Upton, ... *Plymouth.*
Wheeler, Clara Mabel, ... *Temple, N. H.*
White, Mary Alexander, ... *Holbrook.*
Williams, Alice Lomelia, ... *Hyde Park.*

Men, 1; women, 38.

EX-JUNIOR CLASS. FEBRUARY, 1891.

Richardson, Bertram Carver, ... *Brockton.*
Soule, Eugene Everett, ... *Easton.*
Atkins, Pauline Jennie, ... *Provincetown.*
Brown, Lucy Whitney, ... *Quincy.*
Brown, Minnie Emma, ... *Waltham.*
Carney, Agnes Gertrude, ... *Rockland.*
Chace, Nancy Gifford, ... *Westport.*
Chamberlain, Josie Marie, ... *South Hanson.*
Farrar, Annie Grace, ... *Readville.*
Jillson, Minnie Verona, ... *Orange.*
Norris, Nettie, ... *Montpelier, Vt.*
Packard, Edith Davis, ... *Halifax.*
Poole, Edith Vivian, ... *West Hanover.*
Stuart, Martha Ella, ... *East Wareham.*
Tucker, Mary Lena, ... *East Weymouth.*
Ware, Emily Blanchard, ... *Sherborn.*

Men, 2; women, 14.

JUNIOR CLASS. SEPTEMBER, 1891.

Bowen, Warren Reeves, ... *Salem.*
Fitzpatrick, John Stephen, ... *Natick.*
Glover, Charles Edwards, ... *Winchester.*
Hart, Charles Dennis, ... *South Hingham.*
Leben, Louis Francis, ... *Braintree.*
Merrick, Herbert Bennett, ... *Lawrence.*
Padelford, Chester Orin, ... *Kingston.*
Riley, William Edward, ... *Tewksbury.*
Tucker, William Francis, ... *East Weymouth.*
Abbott, Florence Rogers, ... *Dedham.*
Adams, Helen Augusta, ... *Derry, N. H.*
Alden, Grace Gertrude, ... *East Milton.*

Annett, Elsie Caroline,	*East Jaffrey, N. H.*
Atkins, Mary Hannah,	*South Amherst.*
Bean, Eliza Davol,	*Fall River.*
Bourbeau, Alice Genevieve,	*Holbrook.*
Boyce, Lida Alma,	*Fall River.*
Burke, Annie Theresa,	*Whitman.*
Chadwick, Annie Howard,	*Fall River.*
Childs, Sadie Ella,	*North Abington.*
Clark, Florence Isabel,	*Andover, N. H.*
Clark, Lillian Frances,	*Easton.*
Cook, Esther Boynton,	*Elmwood.*
Dailey, Sylvia Grace,	*Easton.*
Dean, Mary Strobridge,	*Taunton.*
DesJardins, Bertha Horatia,	*Attleborough.*
Fletcher, Ida S. Maria,	*Greenfield, N. H.*
Flynn, Mary Estelle,	*Bridgewater.*
Frost, Sadie,	*Campello.*
Gannett, Carrie Belle,	*Wollaston.*
Gerald, Nellie Maude,	*Waltham.*
Glidden, Amy Luene,	*Cambridge.*
Graves, Lottie Farrell,	*North Weymouth.*
Hawks, Ruth,	*Greenfield.*
Hayward, Maude Lorraine,	*Easton.*
Holmes, Lydia Drew,	*Bridgewater.*
Hubbard, Alice Jeanette,	*Cambridgeport.*
Humphrey, Helen Mary,	*Athol.*
Kane, Emma Marchant,	*South Braintree.*
Keith, Adeline Shaw,	*Bridgewater.*
Kemp, Mary Frances,	*East Milton.*
Lahey, Katherine Elizabeth,	*Stoneham.*
Layng, Lillian Mabel,	*Redwood, N. Y.*
Leary, Annie Frances,	*Fall River.*
Luther, Effie May,	*Attleborough.*
Lyman, Fannie Ellen,	*Watertown.*
Martin, Eleanor Pope,	*Milton.*
MacDonald, Eilleen Elizabeth,	*Fall River.*
McKellar, Anna Keene,	*Braintree.*
Maxfield, Annie Coggeshall,	*Fairhaven.*
Newcomb, Elsie P.,	*Wellfleet.*
Perry, Edna May,	*Bourne.*
Piddington, Jennie Ursule,	*Andover.*
Ramsdell, Ella Isabelle,	*East Bridgewater.*

Richardson, Hattie Eugenia,	*Milford, N. H.*
Ricker, Carrie Maude,	*Watertown.*
Rochefort, Etta Cushing,	*Abington.*
Ryder, Harriet Wilbur,	*Yarmouth.*
Sears, May Holmes,	*Plymouth.*
Sheridan, Mary Ellen,	*Wellesley.*
Smith, Ida Gale,	*Waltham.*
Snow, Alice Louise,	*Brockton.*
Sparks, Angie Edith,	*Provincetown.*
Sweeney, May Agnes,	*North Abington.*
Taylor, Harriet May,	*Arlington.*
Tirrell, Bertha Harriet,	*South Weymouth.*
Tracy, Mary Wentworth,	*Nantucket.*
Upham, Sarah Agnes,	*Stoughton.*
Upton, Bessie Marion,	*Derry, N. H.*
Vanston, Margaret Maud,	*Stoughton.*
Warren, Elizabeth Mary,	*Rollinsford, N. H.*
Winsor, Annie Williams,	*Brockton.*
Worth, Lillian May,	*Nantucket.*

Men, 9; women, 64.

SUMMARY.

Special Course,	Men, 0;	women, 2;			2
Four-Years Course,	" 34;	" 49;			83
Intermediate Course,	" 2;	" 4;			6
Two-Years Course:					
Senior Class,	" 1;	" 14;			15
Sub-Senior Class,	" 1;	" 38;			39
Ex-Junior Class,	" 2;	" 14;			16
Junior Class,	" 9;	" 64;			73
	49	185			234

TERM 119, FEB. 11, 1892.

SPECIAL COURSE.

Herron, Emily Kate,	Boston University,	*Dedham.*
Roberts, Emma Elizabeth,	Normal School,	*Jamaica, W. I.*

Men, 0; women, 2.

FOUR-YEARS COURSE.

Leonard, Merton Channing,	*Bridgewater,*	Entered Sept., 1886.
Chaplin, Olive Winslow,	*Norwood,*	" " 1887.
Atkins, Robert Stanford,	*Provincetown,*	" " 1888.
Barry, Thomas Joseph,	*Brockton,*	" " "
Bates, William Lester,	*Hingham,*	" " "
Eldredge, William Francis,	*New Bedford,*	" " "
Fallon, George Albert,	*Bridgewater,*	" " "
Leonard, Howard Chilson,	*Bridgewater,*	" " "
McGrath, John Francis,	*Natick,*	" " "
Packard, Herbert Sumner,	*West Bridgewater,*	" " "
Howes, Rebecca May,	*Yarmouthport,*	" " "
Hunter, Mildred Lee,	*Bridgewater,*	" " "
Leach, Luthera May,	*East Bridgewater,*	" " "
Meagher, Catherine Theresa,	*Milton,*	" " "
Newhall, Florence Asenath,	*Stoneham,*	" " "
Paterson, Janet Gilchrist,	*Quincy,*	" " "
Pierce, Ida Lewis,	*Middleborough,*	" " "
Sayles, Angie Maria,	*Adams,*	" " "
Paul, Samuel Babcock,	*Wareham,*	" Feb., 1889.
Bailey, Sarah Elizabeth,	*South Dartmouth,*	" " "
Burke, Augustus Oliver,	*Cochituate,*	" Sept., 1889.
Copeland, Charles Reed,	*Bridgewater,*	" " "
Crocker, Louis Allen,	*Brewster,*	" " "
Gormley, James Henry,	*Boston,*	" " "
Harriman, Henry Haynes,	*Lawrence,*	" " "
Janvrin, Charles Edwin,	*Hampton Falls, N. H.,*	" " "
Keith, George Ambrose,	*Bridgewater,*	" " "

Southworth, Edward Franklin,	*Quincy*,	Entered Sept., 1889.
Wilson, George Hamilton, Jr.,	*East Boston*,	" " "
Howard, Elsie Gourney,	*Whitman*,	" " "
Hunt, Mary Eliza,	*Weymouth*,	" " "
Plimpton, Lucy Dwight,	*Walpole*,	" " "
Souther, Mary Marcella,	*Quincy*,	" " "
Keith, Allen Phelps,	*Bridgewater*,	" Feb., 1890.
Higgins, Alice Herbert,	*Orleans*,	" " "
Jones, Lydia Winslow,	*Deering, Me.*,	" " "
White, Lucie,	*East Freetown*,	" " "
Allen, Lyman Richards,	*East Bridgewater*,	" Sept., "
Carroll, John,	*Bridgewater*,	" " "
Beale, Harriet Manlie,	*Centreville, R. I.*,	" " "
Chandler, Mary Etta,	*Norwood*,	" " "
Doten, Mabel Willard,	*Plymouth*,	" " "
Hayward, Harriett Seaver,	*Bridgewater*,	" " "
Howard, Alice Miriam,	*Easton*,	" " "
Howard, Annie Grace,	*Easton*,	" " "
Hunnewell, Edith Louise,	*West Somerville*,	" " "
Merritt, Lillie Eveline,	*South Amherst*,	" " "
Nutter, Isabelle Orr,	*East Bridgewater*,	" " "
Sawyer, Edith Lucinda,	*Bolton*,	" " "
Snow, Myrtie Belle,	*Peterborough, N. H.*,	" " "
Starrett, Henrietta Maria,	*Mount Vernon, N. H.*,	" " "
Swett, Clara Augusta,	*North Weymouth*,	" " "
Walters, Catherine Elizabeth,	*East Milton*,	" " "
Cholerton, Herbert,	*Bridgewater*,	" Feb., 1891.
Gardner, Harry Ellsworth,	*West Hanover*,	" " "
Smart, George Henry,	*Peabody*,	" " "
Thompson, Robert Louis,	*Topsfield*,	" " "
Cushing, Almy Plummer,	*South Weymouth*,	" " "
Wallace, Mary Lucinda,	*Athol*,	" " "
Clapp, Frank Wallace,	*Brockton*,	" Sept., "
Goddard, Frederick Edwards,	*Abington*,	" " "
Hersey, Walter Henry,	*Quincy*,	" " "
Hutchins, William Vincent,	*Gloucester*,	" " "
Kirmayer, Frank Henry,	*Bridgewater*,	" " "
Alger, Edna Frances,	*Hingham*,	" " "
Clark, Carrie Bates,	*Freetown*,	" " "
Clarke, Fanny Maria,	*Rochester*,	" " "
Diman, Lizzie Gray,	*Holbrook*,	" " "
Greenough, Flora May,	*Roxbury*,	" " "

Hanson, Harriet Mabel,	*Newmarket, N. H.,*	Entered Sept., 1891.
Howland, Deborah,	*Plymouth,*	" " "
Townsend, Flora Phillips,	*Bridgewater,*	" " "
Townsend, Louisa,	*Conway,*	" " "
Hill, George Howland,	*Brockton,*	" Feb., 1892.
Murphy, George Edward,	*Brighton,*	" " "
Baker, Mary,	*Bridgewater,*	" " "
Darling, Nellie Marion,	*Bridgewater,*	" " "
Lincoln, Edna Augusta,	*Brewster,*	" " "

Men, 33; women, 45.

INTERMEDIATE COURSE.

Hall, Emma Gray,	*Dennis,*	Entered Feb., 1886.
Eldridge, George Henry,	*Bourne,*	" Sept., "
Nickerson, Grace Estelle,	*Brighton,*	" " 1889.
Shaw, Hattie Bruce,	*Mattapoisett,*	" " "
Ireland, Ralph Preston,	*Dunbarton, N. H.,*	" Feb., 1890.
Fuller, Robert Warren,	*Boston,*	" " 1890.
Oakman, Frank Everett,	*North Marshfield,*	" " "
Clark, Ruby,	*Bethel, Me.,*	" " "
Chesley, Georgiana,	*Newmarket, N. H.,*	" " 1891.

Men, 4; women, 5.

TWO-YEARS COURSE.

SENIOR CLASS. SEPTEMBER, 1890.

Allen, Abbie Etta,	*Dartmouth.*
Barker, Helen Durbrow,	*Bridgewater.*
Barker, May Evelyn,	*Bridgewater.*
Bean, May Jolls,	*Fall River.*
Billings, Flora Emeline,	*Canton.*
Boyd, Helen Inez,	*Newton Highlands.*
Burgess, Bertha Anna,	*Cambridgeport.*
Burke, Lucy Adeline,	*Brockton.*
Chamberlin, Isabelle Frances,	*Boston.*
Cobb, Mary Louise,	*Plymouth.*
Cole, Lettice Josephine,	*East Orleans.*
Crawford, Sarah MacDonald,	*Cambridgeport.*
Curtis, Ella Stanton,	*Rockland.*
Doane, Delia Sarah,	*Hawley.*

Estes, Alice Amelia,	*Cambridge.*
Field, Laura Jane,	*Brockton.*
Foster, Josephine Clara,	*Brattleborough, Vt.*
Gayner, Lillian Adelaide,	*Brockton.*
Gomley, Louise Grace,	*Abington.*
Gorman, Agnes Ella,	*Hingham.*
Hourahan, Katherine Eleanor,	*South Raynham.*
Killoury, Margaret Elizabeth,	*Weymouth Centre.*
Leavitt, Carrie May,	*Randolph.*
Lovell, Mary Eleanor,	*Wayland.*
Lundberg, Emma Sophia,	*Brattleborough, Vt.*
Marchant, Agnes,	*West Yarmouth.*
McGoerty, Mary Ann,	*East Braintree.*
Neely, Grace Russell,	*Scituate.*
Padelford, Mabel Esther,	*Kingston.*
Read, Isabel,	*Freetown.*
Rice, Edith Allen,	*Northborough.*
Rice, Hattie Louise,	*Northborough.*
Ritter, Minnie Charlotte,	*Middleborough.*
Roche, Ellen Loretta,	*South Weymouth.*
Smith, Lizzie Belle,	*Fall River.*
Townsend, Bessie Alice,	*Plymouth.*
Warner, Mary Lizzie,	*Bridgewater.*
Webster, Myra Dearborn,	*Biddeford, Me.*
Welch, Anna Gerry,	*Stoneham.*
Weston, Abbie Upton,	*Plymouth.*
Wheeler, Clara Mabel,	*Temple, N. H.*
White, Mary Alexander,	*Holbrook.*
Williams, Alice Lomelia,	*Hyde Park.*

Men, 0; women, 43.

SUB-SENIOR CLASS. FEBRUARY, 1891.

Richardson, Bertram Carver,	*Brockton.*
Soule, Eugene Everett,	*Easton.*
Brown, Lucy Whitney,	*Quincy.*
Carney, Agnes Gertrude,	*Rockland.*
Chamberlain, Josie Marie,	*South Hanson.*
Farrar, Annie Grace,	*Readville.*
Jillson, Minnie Verona,	*Orange.*
Norris, Nettie,	*Montpelier, Vt.*

Packard, Edith Davis, ... *Halifax.*
Poole, Edith Vivian, ... *West Hanover.*
Stuart, Martha Ella, ... *East Wareham.*
Tucker, Mary Lena, ... *East Weymouth.*
Ware, Emily Blanchard, ... *Sherborn.*

Men, 2; women, 11.

Ex-Junior Class. September, 1891.

Bowen, Warren Reeves, ... *Salem.*
Fitzpatrick, John Stephen, ... *Natick.*
Glover, Charles Edwards, ... *Winchester.*
Hart, Charles Dennis, ... *South Hingham.*
Merrick, Herbert Bennett, ... *Lawrence.*
Riley, William Edward, ... *Tewksbury.*
Tucker, William Francis, ... *East Weymouth.*
Adams, Helen Augusta, ... *Derry, N. H.*
Alden, Grace Gertrude, ... *East Milton.*
Annett, Elsie Caroline, ... *East Jaffrey, N. H.*
Atkins, Mary Hannah, ... *South Amherst.*
Bean, Eliza Davol, ... *Fall River.*
Bourbeau, Alice Genevieve, ... *Holbrook.*
Boyce, Lida Alma, ... *Fall River.*
Burke, Anna Theresa, ... *Whitman.*
Brown, Minnie Emma, ... *Waltham.*
Chadwick, Annie Howard, ... *Fall River.*
Childs, Sadie Ella, ... *North Abington.*
Clark, Florence Isabel, ... *Andover, N. H.*
Cook, Esther Boynton, ... *Elmwood.*
Dailey, Sylvia Grace, ... *Easton.*
Dean, Mary Strobridge, ... *Taunton.*
DesJardins, Bertha Horatia, ... *Attleborough.*
Flynn, Mary Estelle, ... *Bridgewater.*
Frost, Sadie, ... *Campello.*
Gannett, Carrie Belle, ... *Wollaston.*
Gerald, Nellie Maude, ... *Waltham.*
Glidden, Amy Luene, ... *Cambridge.*
Graves, Lottie Farrell, ... *North Weymouth.*
Hawks, Ruth, ... *Greenfield.*
Hayward, Maude Lorraine, ... *Easton.*
Holmes, Lydia Drew, ... *Bridgewater.*
Hubbard, Alice Jeanette, ... *Cambridgeport.*

Humphrey, Helen Mary,	*Athol.*
Kane, Emma Marchant,	*South Braintree.*
Keith, Adeline Shaw,	*Bridgewater.*
Lahey, Katherine Elizabeth,	*Stoneham.*
Layng, Lillian Mabel,	*Redwood, N. Y.*
Leary, Annie Frances,	*Fall River.*
Luther, Effie May,	*Attleborough.*
Lyman, Fannie Ellen,	*Watertown.*
Martin, Eleanor Pope,	*Milton.*
MacDonald, Eileen Elizabeth,	*Fall River.*
McKellar, Anna Keene,	*Braintree.*
Maxfield, Annie Coggeshall,	*Fairhaven.*
Perry, Edna May,	*Bourne.*
Piddington, Jennie Ursule,	*Andover.*
Ramsdell, Ella Isabelle,	*East Bridgewater.*
Richardson, Hattie Eugenia,	*Milford, N. H.*
Ricker, Carrie Maude,	*Watertown.*
Rochefort, Etta Cushing,	*Abington.*
Ryder, Harriet Wilbur,	*Yarmouth.*
Sears, May Holmes,	*Plymouth.*
Sheridan, Mary Ellen,	*Wellesley.*
Smith, Ida Gale,	*Waltham.*
Snow, Alice Louise,	*Brockton.*
Sparks, Angie Edith,	*Provincetown.*
Sweeney, Mary Agnes,	*North Abington.*
Taylor, Harriet May,	*Arlington.*
Thompson, Annie Louisa,	*West Medway.*
Tirrell, Bertha Harriet,	*South Weymouth.*
Tracy, Mary Wentworth,	*Nantucket.*
Upham, Sarah Agnes,	*Stoughton.*
Upton, Bessie Marion,	*Derry, N. H.*
Vanston, Margaret Maud,	*Stoughton.*
Warren, Elizabeth Mary,	*Rollinsford, N. H.*
Winsor, Annie Williams,	*Brockton.*
Worth, Lillian May,	*Nantucket.*

Men, 7; women, 61.

JUNIOR CLASS. FEBRUARY, 1892.

Grover, George Alvin,	*Salem.*
Parker, James Edgar,	*Marblehead.*
Abbott, Florence Rogers,	*Dedham.*

Bayfield, Mary,	*Somerville.*
Brady, Lella,	*Fall River.*
Bramhall, Grace Nelson,	*Plymouth.*
Carey, Mary Elizabeth,	*Rockland.*
Drew, Mary Jane,	*Halifax.*
Ferry, Florence Mabel,	*Milton.*
Gifford, Emma Cleveland,	*Westport.*
Hill, Edith May,	*Braintree.*
Hunt, Mary Bates,	*Brockton.*
McAnarney, Mary Ellen,	*West Abington.*
Mahoney, Mary Loretta,	*Norwood.*
Morse, Minnie Almira,	*Medway.*
Nickerson, Annie Linda,	*Wrentham.*
Nickerson, Martha Eliza,	*Brockton.*
Prescott, Carrie Howard,	*East Jaffrey, N. H.*
Richards, Alice Clarkson,	*Matfield.*
Sargent, Mary Abbie,	*Merrimac.*
Vaughan, Mabel Ellen,	*Pomfret, Vt.*
Winter, Genevieve,	*Bridgewater.*
Young, Nanette Mabel,	*Provincetown.*

Men, 2; women, 21.

Summary.

Special Course,	Men, 0;	women,	2;		2
Four-Years Course,	" 33;	"	45;		78
Intermediate Course,	" 4;	"	5;		9
Two-Years Course:					
Senior Class,	" 0;	"	43;		43
Sub-Senior Class,	" 2;	"	11;		13
Ex-Junior Class,	" 7;	"	61;		68
Junior Class,	" 2;	"	21;		23
	48		188		236

Number for the year: Men, 53; women, 207; total, 260.

State Normal School,

BRIDGEWATER, MASS.

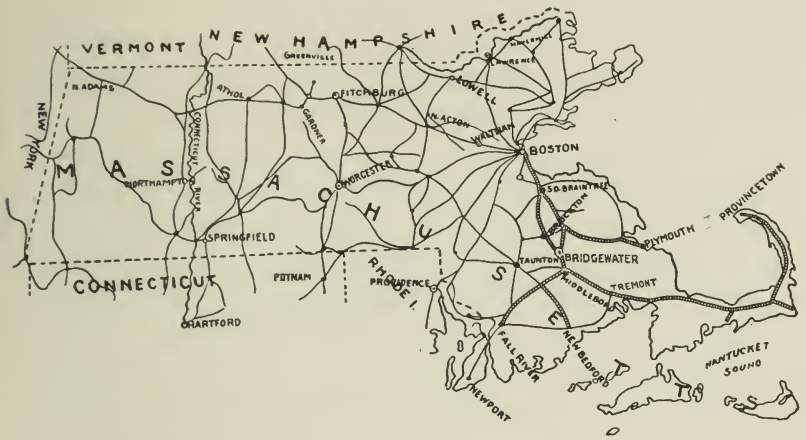
This institution was established by the Commonwealth of Massachusetts, with the liberal co-operation of the town of Bridgewater and its citizens, for the education of teachers for the public schools of the State. It is under the charge of the State Board of Education.

The school was one of the first three State normal schools on this continent. It offers excellent advantages to young men and young women who desire to make preparation for teaching in either the common or high schools of the State.

The first class was received Sept. 9, 1840. The whole number of students who have been members of the school is 3,801, — 1,137 men, 2,664 women. The whole number who have received certificates or diplomas is 2,279, — 712 men, 1,567 women. The number who have graduated from the four-years course is 147, — 82 men, 65 women. Sixty per cent. of the students admitted have graduated. The graduates of the school are engaged in all the grades of educational work.

LOCATION.

Bridgewater, one of the pleasantest and most healthful towns in Massachusetts, with a population of 4,200, is on the Old Colony railroad, twenty-seven miles south of Boston.



BUILDINGS AND GROUNDS.

The Normal School building is a massive brick structure 86 feet on front, 187 feet in depth, three stories in height, with accommodations for 250 normal students and a model school of 175 pupils. It is new, well equipped, and admirably adapted to its purpose. Normal Hall and Woodward Hall near by have accommodations for 172 boarders.

The buildings have a beautiful location, near the centre of the village, upon a square three acres in extent, and the view from them is very attractive.

Boyden Park includes six acres of land just across the street from the school lot. It has a beautiful pond fed by springs, fine shade trees, and pleasant walks dividing it into open areas for tennis courts, ball grounds and other out-door sports, making one of the most attractive places for healthful recreations. Normal Grove, adjoining the park, including one-half acre covered with a fine grove of chestnut trees, affords a delightful summer retreat.

CONDITIONS OF ADMISSION.

The school receives as students only those who purpose to be teachers. Young men applying for admission must be seventeen years of age, and young women sixteen years.

Candidates are required to present, on the day of examination, a certificate of their standing in the school last attended and of high moral character, and must have good health. They must pass a satisfactory examination in reading, spelling, writing, arithmetic, geography, the history of the United States and English grammar.

They are required to subscribe to the following pledge: —

*I hereby engage that if admitted to this school, I will faithfully observe its rules and regulations; and it is my full purpose to remain in the school four consecutive terms or years, or such a part of this period as is necessary to complete the course of study, and afterwards to teach in the public schools of Massachusetts.**

Especial attention should be given to these requirements, as the statutes of Massachusetts require for the public schools "teachers of competent ability and good morals."

A new class is admitted at the beginning of each term, in September and February, and a class is graduated at the close of each term. *The examination for admission takes place on Wednesday the first day of each term, beginning at eight o'clock A.M.* Persons who propose to apply for admission are requested to notify the principal of their intention as early as possible.

SCHOOL YEAR AND TERMS.

The school year, beginning in September, is divided into two terms of twenty weeks each, including a recess of one week near the middle of each term, with daily sessions not less than five days each week.

* Persons intending to teach in other States are admitted by paying fifteen dollars a term for tuition.

The Board of Education has voted that on and after September, 1893, drawing shall be included in the subjects for examination for admission to the Normal Schools.

DESIGN OF THE SCHOOL.

The Board of Education, by a vote passed May 6, 1880, stated the design of the school, and prescribed the course of studies in the normal schools of the State, as follows: —

"**The design of the Normal School is strictly professional**; that is, to prepare, in the best possible manner, the students for the work of organizing, governing and teaching the public schools of the Commonwealth.

"To this end there must be the most thorough knowledge of the branches of learning to be taught in the schools, of the best method of teaching in those branches, and of right mental training."

STUDIES.

"**The Two-Years Course includes the following studies**:—

"Arithmetic, Book-keeping, Elementary Geometry and Algebra.

"Elementary Physics, Chemistry, Geography, Astronomy, Mineralogy, Botany, Zoölogy, Geology, Physiology.

"Reading, Orthography, Etymology, Grammar, Rhetoric, Literature, Composition, Penmanship, Drawing, Vocal Music, Physical Training.

"History and Civil Polity of Massachusetts and of the United States, and School Laws of Massachusetts.

"Psychology, Science and Art of Education, School Organization, History of Education.

"**The Four-Years Course includes**:—

"The studies of the two-years course.

"Algebra and Geometry, Trigonometry and Surveying.

"Physics, Chemistry, Botany, Zoölogy.

"General History, English Literature, Drawing.

"Latin and French required; Greek and German as the principal and visitors of the school shall decide. *New classes in the study of the languages are formed only at the beginning of the fall term.*

"**The Intermediate Course includes**:—

"The studies of the two-years course, with the election of such advanced studies for one, two or three terms as the regular order of exercises will permit.

"**The Special Course for graduates of colleges who desire to make special preparation for teaching includes**: Psychology, Science and Art of Education, School Organization, School Government, History of Education, and School Laws of Massachusetts, with such elective courses as the regular order

of work will allow in the departments of Language, Mathematics, Science, History, or the common school studies. This course may extend through one, two or more terms.

"The order in which the studies are to be taken is decided by the principal of each school, with the approval of the Board of Visitors."

Maximum and minimum work. In science, modern languages and the classics the work is so arranged that graduates of high schools, who by examination show themselves especially well fitted, may carry on maximum courses covering more advanced work in each subject.

ASSEMBLY HALL. (From the rear.)

ASSEMBLY HALL. (From the front.)

Range of Studies in the Two-Years Course.

FIRST TERM. — JUNIOR CLASS.

MATHEMATICS.

Elementary Geometry, 5.* — The definition and division of geometry. The teaching of forms for the properties, relations and classification of lines, angles, surfaces and volumes. Teaching the demonstration of propositions concerning lines and angles, triangles, quadrilaterals, ratios and proportion, the relations of rectilinear figures and circles. The application of this knowledge in problems.

ELEMENTARY SCIENCE.

Physical Force, 4. — Series of lessons on the properties of matter; force and motion; molecular forces; gravitation; heat; light; sound; magnetism; electricity. The subject is taught by experiments. Each student prepares the apparatus, performs the experiments in the laboratory, records his observations and inferences, makes the applications, and teaches. Opportunity for supplementary experiments in physical measurements.

Chemical Force, 4. — The descriptive study of the elements, their inorganic and organic compounds. The chemistry of common life: Combustion, decay, fermentation, respiration, foods, dyeing, bleaching, poisons, metals, with their uses. The subject is taught by experiments with simple apparatus. Each student prepares the apparatus, performs the experiment in the laboratory, observes, records his observations and inferences, makes the applications, and adapts the work to school exercises.

Minerals, 4 (for the half term). — Lessons to teach the physical and chemical qualities of minerals. Application to the study of the typical minerals, their varieties, uses and geographical distribution. Analysis of new minerals and rocks. Preparation of a course of lessons with minerals, rocks and soils for different grades of schools. Each student has his place in the laboratory, where he is furnished with apparatus and specimens for study. He performs the experiments, records his results, and makes collections on trips made for the purpose. Analysis of special classes of minerals (maximum).

Industrial Laboratory, 2. — *Wood Working.* Bench tools, — names, parts, care, adaptation to use; exercises to learn how to use. Common woods, — qualities which make them useful, changes in wood, seasoning, defects, preservation. Fastenings, nails, tacks, screws, wooden fastenings. Construction of apparatus, — apparatus graded according to difficulty in making; to be the

* The figure after the name of the study indicates the number of lessons a week in that study.

property of the pupils and used by them in the school studies. All made from working drawings which the student has drawn from models in the course in drawing.

LANGUAGE.

ELEMENTARY LANGUAGE, 4 (for the half term). — The acquisition and expression of ideas and thoughts from objects and pictures, narrative and descriptive expression, elementary composition, letter-writing, the use of grammatical forms and punctuation.

DRAWING, 2. — Taught as a means of acquiring the power to draw and to teach drawing. Geometric drawing, including measurement, geometric problems, working drawings, development.

VOCAL MUSIC, 4. — Training the voice and ear in singing. Teaching to sing at sight in all the keys. Method of teaching. Practice in chorus singing each term of the course.

SECOND TERM. — EX-JUNIOR CLASS.

MATHEMATICS.

ARITHMETIC, 4. *Elementary Course.* — Teaching the numbers to one thousand, with the expression, the operations upon, and the relations of, the numbers. Teaching is done with objects prepared by the students. The work is laid out in detail for each year of the primary and intermediate grades. *Scientific Course.* — Definition and division of arithmetic. The system of numbers; the expression, operations upon, and relations of, numbers. Teaching the principles, definitions and rules of arithmetic.

ELEMENTARY ALGEBRA, 5. — Definition and division of algebra. Notation; numerical processes; use of processes in simple equations.

ELEMENTARY SCIENCE.

PLANTS, 4 (for the half term). *Elementary Course.* — The common plants; to name them, discover their parts, and find qualities of plants and their parts, with comparison for resemblances and differences. Growth of plants from seeds, and by buds. Habits of plants. Uses of particular plants. Special subjects, — forest trees, grains, woods. Teaching done with the plants. Collection of plants, drawing and written description, throughout the course. The work is laid out in detail for each year of the primary and grammar grades. *Secondary Course.* — Description, classification and analysis of plants. Each student collects and mounts specimens.

GEOGRAPHY, 5. *Elementary Course.* — Geographical objects, — bodies of land, bodies of water, projections of land and water, forms of water, climate,

LABORATORY FOR ZOOLOGY AND PHYSIOLOGY.

LABORATORY FOR MINERALOGY AND GEOLOGY.

JOHN
LIBRARY

soil, productions, people. Map symbols. The earth as a whole, — form, rotation, land and water divisions, coast line, relief, drainage, climate, soil, productions, people. A continent as a whole, — position, relative size, form, relief, drainage, climate, soil, productions, people, countries, places of special interest. Study of a country, of a particular section, by the same general method. *Scientific Course.* — Definition and division of geography; the earth as a sphere, distribution of light and heat; comparison of parts of the land; the sea; the atmosphere; life of the continents; the study of each continent. Preparation of apparatus for teaching by the students in both courses.

LANGUAGE.

Vocal Culture and Reading, 2. — Physical exercises for securing the proper carriage of the body in sitting, standing, walking, talking and reading. Vocal exercises for securing good enunciation, articulation, pronunciation and quality of voice; and reading. All the exercises are conducted with reference to teaching.

Grammar, 5. *Elementary Course.* — The sentence and its parts. Plurals of nouns. Agreement of subject and verb. Possessive cases of nouns. Personal pronouns. Number and gender of personal pronouns. Relative pronouns. Case forms of pronouns. Comparison of adjectives. Pronominal adjectives. The article. Principal parts of verb. Subjunctive mode. Right use of tense forms. Use of shall and will. Adverb. Prepositions. Arrangement of parts of the sentence. Kinds of sentences. In all these, exercises for the use of these grammatical forms. *Secondary Course.* — Definition of grammar. The sentence and its parts. Classes of words in a sentence, or parts of speech. Kinds and parts of sentences. Parts of speech separately studied. Study of different sentences.

Drawing, 2. — Pictorial drawing.

THIRD TERM. — SUB-SENIOR CLASS.

MATHEMATICS.

Arithmetic, 4. — Applications of arithmetic. Commercial papers. Mensuration. The preparation of apparatus for teaching is made by the students. Bookkeeping, — exchange of property; accounts, four forms, double and single entry.

ELEMENTARY SCIENCE.

Animals, 4 (for the half term). *Elementary Course.* — Series of lessons to teach the habits of living animals, their parts and adaptability to use and surroundings, the distinguishing differences and simple grouping of animals, adapted to primary grades. A series of lessons on the parts of typical animals, to teach

the various plans of animal structure and modification of parts suited to the development of animal life, adapted to grammar grades. *Secondary Course.* — A series of dissections of typical animals, to teach the internal structure of the parts and their adaptation to the life of the animal. Comparative study of the systems of animal types and classification. Microscopic work and special dissections (maximum).

PHYSIOLOGY AND HYGIENE, 4. — The study of the human body as a whole, its external and structural parts, general plan of the body, the general structure of the limbs and walls, and the different systems of the body, — digestive, absorbent, circulatory, respiratory, secretory, excretory, osseous, muscular and nervous. Teaching the structure of the human body, its different systems, their functions, the conditions of health. The subject is taught by the aid of a human skeleton, a life-sized manikin, specimens of the internal organs, the dissection of specimens from the lower animals, and the microscopic examination of the various tissues of the body. The action of the different fluids of the body is shown by experiments.

PHYSICAL TRAINING, 2. — In the gymnasium, on the basis of the Ling system.

LANGUAGE.

VOCAL CULTURE AND READING, 3. — Physical exercises continued; vocal exercises for securing good pronunciation, quality of voice, modulation and expression; and reading. All the work is done from the teacher's point of view.

RHETORIC, 4. *Elementary Course.* — Definitions; perception; memory and imagination; taste; the novel, wonderful and picturesque; beauty and sublimity; wit, humor and ridicule; figures of words. *Scientific Course.* — Definition and province of rhetoric; figures of rhetoric; style, kinds of style, qualities of style, and rules for forming style. Method of teaching composition writing. Writing compositions.

DRAWING, 4. — Decorative drawing, — including color, historic ornament, plant drawing and design. Outline of a course in drawing for primary and grammar schools. The drawings made through the three terms illustrate this course.

HISTORY AND CIVIL GOVERNMENT.

History of the English and American people from the earliest times, for the purpose of tracing the development of the institutions of popular government. Courses of study in history for the different grades are prepared, together with maps and charts. Methods of teaching different sections of the subject.

Elementary lessons on the facts and principles of civil government. The constitutional government of Massachusetts and the United States. Teaching exercises and discussions. Collection of illustrations for use. The work is conducted in the historical library, where the student uses the documents, books, maps and charts.

LABORATORY FOR ZOOLOGY AND PHYSIOLOGY.

LABORATORY FOR MINERALOGY AND GEOLOGY.

FOURTH TERM. — SENIOR CLASS.

ELEMENTARY SCIENCE.

Geology, 4 (for the half term). — Structure of the earth, — laboratory exercises and field work. Agencies producing changes in the crust of the earth, — teaching exercises from observed phenomena and specimens. Theories of the structure of the earth. History of the North American continent and local geology.

Each student has his place at the laboratory tables, analyzes rocks and fossils, and prepares maps and diagrams illustrating all parts of the subject.

Astronomy, 2. — Phenomena of the heavenly bodies ; their form, size, location, motions, effects of their motions and the causes of the phenomena. Students have the aid of a telescope with a four-inch object glass in this study.

Physical Training, 2. — In the gymnasium, a course of lessons for different grades of schools.

LANGUAGE.

Vocal Culture and Reading, 4. — Physical exercises; vocal exercises for expression ; gesture ; reading and teaching to read.

English Literature, 3. — Historical study of the English language. Poetry, — simple narrative and lyrical poems ; Idyls of the King ; Deserted Village ; Paradise Lost. Prose, — Essays of Bacon, Addison, Lamb, Macaulay. In all, characteristics of thought and diction, with biography of authors and collateral reading.

THE EDUCATIONAL STUDY OF MAN, 11.

The Study of the Body for the laws of physical health, strength and beauty, as conditions for the activity of the mind.

The Study of the Mind. — The intellect, — reason, the presentative, representative and reflective powers. The sensibilities, — the appetites, instinct, desires, affections. The will and the moral nature. The subject is taught from the facts of the student's consciousness, the observation of other minds, and reading. The end sought is the knowledge of the powers of the mind, the order of their development, the conditions and products of their activity, and the ability to use this knowledge in the education of children.

Science and Art of Teaching. — Principles of education, as derived from study of man. The art of teaching. Requisites for exciting right activity in the school, — knowledge of the mind, the pupil, the subject ; selection and arrangement of subject-matter ; method of teaching ; language, voice and manner of the teacher; means of making the teaching impressive; object and method

of criticism; teacher's preparation. Course of studies arranged for the primary, intermediate and higher grades; method of teaching in the studies of the primary course, and practice with children.

SCHOOL ORGANIZATION. — What it is to organize a school. Advantages of a good organization. Opening of the school. Classification of the school. Distribution of studies. Arrangement of the exercises. Provisions relating to order.

SCHOOL GOVERNMENT. — What government is and what government implies in the governor and in the subject. What school government is, the teacher's right to govern, and the end of school government. The motives to be used in school government, and the method of their application.

HISTORY OF EDUCATION. SCHOOL LAWS OF MASSACHUSETTS.

FIFTH TERM.

The amount of work in this course is so large that sufficient practice in teaching cannot be secured in the time now assigned to it. Students are earnestly recommended to take a fifth term, most of which shall be spent in teaching in the different grades of the model school and in careful discussion of their work. Those who successfully complete this term will receive an added certificate of experience in teaching which will enable them to take better positions in the public schools immediately on their graduation. Successful experience in teaching is a strong recommendation.

INDUSTRIAL LABORATORY.

DRAWING.

Range of Studies in the Four-Years Course.

FIRST YEAR. — FIRST TERM.

Mathematics. Elementary Geometry, 5. — Outline in two-years course.

Elementary Science. Minerals, 4 (for the half-term). — Outline in two-years course.

Language. Latin, 5. — The object in this study is to acquire the ability to understand, read and teach the language. Inflections. Maximum, — two books of Cæsar. Method of teaching. Practice in teaching.

French, 5. — The object in the study of each is to understand, speak and teach the language. Methods of teaching and study: with a child, as a vernacular, — by hearing and understanding, speaking, reading and writing the language; with a person, as a second language, — reading, hearing and understanding, speaking and writing. Practical acquisition of the language, method of teaching and study. Maximum, — reading, narration and conversation.

Drawing, 2. Vocal Music, 4. Elementary English, 4 (for half-term). — Outlines in first term, two-years course.

FIRST YEAR. — SECOND TERM.

Mathematics. Algebra, 5. — Outline in two-years course.

Elementary Science. Physical Forces, 4. Chemical Force, 4. Industrial Laboratory, 2. — Outlines in two-years course.

Language. Latin, 5. — Begin Cæsar. Maximum, — finish Cæsar, begin Cicero.

French, 5. — Reading, narrative, conversation. Method of teaching. Maximum, — advanced reading.

SECOND YEAR. — FIRST TERM.

Mathematics. Arithmetic, 4. — Outline in second term, two-years course.

Elementary Science. Plants, 4 (for half-term). Geography, 5. — Outlines in second term, two-years course.

Language. English Grammar, 5. Vocal Culture and Reading, 2. Drawing, 4 (for half term). — Outlines in second term, two-years course.

Latin, 5. — Authors read, Cæsar. Maximum, — Cicero and Ovid.

SECOND YEAR. — SECOND TERM.

Mathematics. Arithmetic and Book-keeping, 4. — Outline in third term, two-years course.

Elementary Science. Animals, 4 (for half term). — Outline in third term, two-years course.

Language. RHETORIC, 4. VOCAL CULTURE AND READING, 3. DRAWING, 3. — Outlines in third term, two-years course.

LATIN, 5. — Cicero. Maximum, — Virgil and Tacitus.

History and Civil Government, 4. — Outline in third term, two-years course.

THIRD YEAR. — FIRST TERM.

Mathematics. GEOMETRY, 4 (for half term). — Planes, volumes, plane loci, and conic sections. Making the objects for demonstrations, representing on a plane surface. Original demonstrations.

ALGEBRA, 4 (for half term). — Quadratics, progression, series. Theory of equations.

Science. PHYSICS, 4. — Acoustics, optics, magnetism and electricity, with laboratory practice by each pupil. Preparation of apparatus and practice in teaching throughout the course.

Language. LATIN, 5. — Cicero and Virgil. Maximum, — Virgil, Livy.

GERMAN, 5. — Object and method same as in French.

GREEK. — May be taken. Xenophon and Iliad.

VOCAL CULTURE AND READING, 4. — Outline in fourth term, two-years course.

Physical Training, 2. — In gymnasium.

THIRD YEAR. — SECOND TERM.

Science. CHEMISTRY, 4. — Principles of chemical force as derived from the elementary laboratory work, supplemented by reading and applied in problems. Qualitative analysis of inorganic and organic compounds, use of blow-pipe and liquid reagents, preparation of schemes of work and chemicals. Quantitative analysis (for maximum students), solids and water analysis, to teach the method; gravimetric and volumetric analysis.

MINERALOGY. — In connection with chemistry. Examinations and analysis of groups of minerals, *e. g.*, elements, sulphides, sulphates, silicates, etc.; analysis by use of determinative tables and chemical tests, classification of minerals.

PHYSIOLOGY, 4. — Outline in third term, two-years course.

Language. LATIN, 5. — Virgil. Maximum, — Livy and Horace.

GERMAN, 5. — Object and method same as in French.

General History, 4. — Study of the development of the Oriental, classical and Teutonic nations in their organization, religion, education, art, etc. Each student uses the historical library in the preparation of abstracts of the topics. These form the basis of class discussion. Preparation of outlines, comparative maps and tables of time, plans for school exercises, practice in conducting discussions.

Physical Training, 2. — In gymnasium.

HISTORY AND LITERATURE LIBRARY.

GENERAL LIBRARY.

THE
JOHN CRERAR
LIBRARY

FOURTH YEAR. — FIRST TERM.

Science. Astronomy, 4. — Phenomena of the heavenly bodies; their form, size, location, motions, effects of their motions, causes of phenomena. Students have the aid of a telescope with a four-inch object glass.

Geology, 4. — The course under elementary science in fourth term, two-years course. Historical Geology, — laboratory study of rocks and fossils of different periods, field work on the local geology of the State, reading of the best authorities on geological theories. Preparation of maps and scheme of work.

Language. English Literature, 3. — Outline in fourth term, two-years course.

Vocal Culture and Reading, 4. — Vocal exercises for expression; gesture; reading, and teaching to read.

Drawing, 4. — Geometric drawing, including orthographic projection, architecture. Decorative drawing, including historic art, — three ancient schools; constructive and decorative design. Pictorial drawing, — light and shade, models and casts.

School Laws of Massachusetts, 1. Practice in Model School.

Physical Training, 2. — In gymnasium.

FOURTH YEAR. — SECOND TERM.

Mathematics. Trigonometry, 4 (for half term). — Plane and spherical, surveying.

Science. Botany, 4 (for half term). — General study. Plant structure, — the vegetable cell and its products, micro-chemical examination; tissues and tissue systems, how these tissues are combined in plants. Daily microscopical study of illustrative slides and of sections prepared by pupils. Plant life, — composition of plants, sources of food materials, mode of obtaining them, processes within the plant, experimental study of conditions which affect plant life. Morphology of parts of the plant, — generalized forms and the modifications which they undergo.

Special study. Classification of plants. Study of types in each division of plant kingdom, differences in mode of reproduction, in manner of growth, in structure.

Language. English Literature, 4. — The periods into which the English language and literature are divided. The historical characteristics of each period; changes which have taken place in the language; the classes of literature most prominent in each period, and the representative authors. Study the lives of the authors to discover their relation to their times. The works which best illustrate

each author studied for qualities of thought and expression. Collateral reading by each pupil of selected standard literature.

DRAWING, 4. — Geometric drawing, — machinery. Decorative drawing, including historic art, — three mediæval schools; constructive and decorative design. Pictorial drawing, — light and shade, color, still life, plant forms. Outline of a course in drawing for high schools. The drawings made during the two terms illustrate this course.

Educational Study of Man, 10. — Outline in fourth term, two-years course. PRACTICE IN MODEL SCHOOL.

Physical Training, 2. — In gymnasium.

LABORATORIES, ART ROOM AND LIBRARIES.

The institution has seven laboratories, furnished with the approved modern appliances for teaching how to teach and study the physical and natural sciences.

Physical Laboratories. — In the department of physics there are two laboratories, with a room adjoining for the instructor. One is arranged with accommodations for sixty students to work at the tables. The other is arranged with a laboratory table for teaching, and with apparatus for projection, for the illustration of various subjects.

Chemical Laboratories. — The department of chemistry has two laboratories, with a room adjoining for the instructor. One, for the elementary course, is arranged with accommodations for sixty students to work at the tables, and with a teacher's chemical table and blackboard, with the seats for the class, thus combining the laboratory and class-room. The other, for the advanced analytical work, qualitative and quantitative, is arranged with accommodations for thirty students to work at the tables, and with side tables for special work. These laboratories are provided with hoods for the manipulation of noxious gases, and are thoroughly ventilated.

Mineralogical and Geological Laboratory. — This room is arranged for fifty students to work at the tables at one time. The tables are furnished for physical and chemical tests, and blow-pipe work. It is provided with three sets of specimens: one set of working specimens, containing a collection of minerals for each student to use at the table; one set in cabinets, arranged for the study of comparative and systematic mineralogy; and a set in cases, illustrating classification of minerals. Another similar set of rocks and fossils is provided for the study of geology.

Biological Laboratory. — This laboratory is arranged for the study of botany, zoölogy and physiology, and includes two rooms, arranged for students to work at the tables, each having his place for dissection and microscopic work. Each room contains three collections of typical specimens — the working collection, the comparative collection, and the classified collection — and stands for

MODEL SCHOOL. (Upper Grammar.)

MODEL SCHOOL. (First Primary.)

THE
JOHN CRERAR
LIBRARY

microscopic work. The collections in all the departments are arranged and labelled for constant use by the students. The aim is to make the collections complete for the State. All contributions will be put to constant use.

Industrial Laboratory. — In this laboratory the students are taught to use tools in making sets of apparatus for use in the different studies of the course, which will enable them to secure inexpensive apparatus for their own schools. It is furnished with carpenter's benches and sets of tools, and a turning lathe with a circular saw and jig saw attachment.

The Art Room is fitted up with the best kind of furniture and furnished with fine examples of casts and models, affording excellent facilities for teaching in the various departments of drawing.

Library. — The school has a valuable library of books for reference and general reading, with a card catalogue arranged for direct use in the studies of the course. The library is arranged in two large rooms, one containing books on history and literature, arranged with tables for research on the laboratory plan, the other arranged for general reading and consultation.

THE MODEL SCHOOL.

The purpose of the model school is to exemplify with children the principles and method of normal training. It is under the direct supervision of the principal of the normal school, and includes the eight grades — four primary and four grammar — of the public school in the centre district of the town. It numbers 175 pupils and occupies seven rooms on the first floor of the school building, with play-rooms in the basement. The school has five regular teachers, a principal and four assistants. It is an indispensable aid to the normal school.

PRINCIPLES AND METHOD OF THE SCHOOL.

Principles. — The ultimate object of the normal school is to make the normal student, as far as possible, an educator.

Teachers have the organization, the teaching and training of the schools committed to their hands. They direct and control the activities of the children while they are forming habits and laying the foundations of character. The teacher should be able to train the child to the right use of all his powers.

The first distinctive principle of normal-school work is that the normal student is to be a teacher. He is to look at the acquisition of knowledge, the teaching, the training, all the exercises of the school, his own spirit, purpose, manners and conduct, from the point of view of the educator. The acquisition of knowledge in this spirit is as much a part of professional work as the teaching is.

The second distinctive principle is that the teacher is to be educated for his work. His mind is not only to be furnished with the knowledge of subjects and methods, but trained to comprehend and apply the principles of education.

The aim of the school is to lead the student to acquire a thorough knowledge of the objects and subjects to be taught, of the principles and the method of education, and such facility in the application of this knowledge and these principles as will enable him to organize and control his own school and to educate his pupils.

The principles of education are derived from the study of the human mind and body. The method of teaching and training is determined by these principles. The teacher, as an educator, must know the powers of the mind, the order of their development, how they are called into right exertion, and the products of their activity; and he must know the pupil as an individual.

The mind is developed by the right exertion of all its powers. Presenting the proper object of thought to the mind, with the use of the best motives, occasions right activity and knowledge. By the repeated right exertion of the mind in the acquisition and use of knowledge, there is a building up within which causes the development and growth of the man.

There must be the selection of the proper objects and subjects for study, and the arrangement of what is to be taught in the natural and logical order. Ideas must be acquired from the object of thought, and be correctly expressed, orally and in writing.

There must be the constant use of such motives as will secure right moral action.

A course of studies is the means for that teaching and training which occasions the activity that causes the development of the mind. The course needed for this purpose is a series of objects and subjects arranged for study according to the order of mental development. It includes studies for training the perceptive faculties, the memory and imagination, in the acquisition and expression of distinct ideas of individual objects, as the basis of the studies for training the reflective power in the acquisition and expression of general ideas and truths, and knowledge systematically arranged.

The Method. — In each study the subject is analyzed into its divisions and subdivisions, arranged topically in logical order and presented in outline, thus showing what is to be taught, and the order in which the parts of the subject are to be considered.

In the common-school studies the outline is divided into the *elementary course*, in which the work is laid out in detail for each year of the primary and intermediate grades, and the *secondary course*, extending on through the grammar and high school grades.

The students are led through the analytic and synthetic study of each subject with general reference to teaching. Daily reviews of preceding lessons are made to fix the facts in the mind by repetition, and to connect with the lessons of the day. Each main division of a subject is reviewed, to teach the relation of the parts. The subject, as a whole, is reviewed before leaving it, to teach all the parts in their relations.

The students are taught *how to acquire the knowledge* of the object or subject by teaching them how to study the lesson at the time it is assigned, and then requiring them to *present* to the class the results of their study, with criticism by the class and the teacher.

After the presenting, the teacher thoroughly questions the class on all the important points in the lesson.

The students are taught *the method of teaching a class* the subject by being taught parts of the subject, and, after they have studied the lesson, examining them upon their knowledge of the method by having them teach the class the same thing. When they have acquired the idea of the method by this imitative teaching, a part of the subject is assigned to the student without being previously taught, and he is required to study the subject, prepare the apparatus and illustrations, and teach the class, with criticisms from the class and teacher. The students are also required to drill the class in the application of what has been taught, to examine them on what they have studied, and to do all the kinds of class work.

While studying and teaching the subjects in the elementary course, the students visit the Model School and observe the teaching of these subjects by the regular teachers.

In this way the students learn to teach and train, by teaching and training under intelligent and sympathetic supervision. The presenting and teaching by the students secures the most thorough preparation of the lesson; for the student must know the subject, the logical arrangement of it, and how to present and teach it, or fail. It gives the student command of himself, of the subject, of the class, makes him self-reliant, develops his individuality.

All the class exercises, from the beginning of the course, are conducted upon the principles and by the method that has been indicated. The school is a normal training school in all its course.

After the students have been trained in this way to teach philosophically, in as full a measure as the time will allow, they come to the educational study of man, and there learn the philosophy of their work by finding in the study of the body and mind the principles which underlie the method which they have learned to use.

After the study of the principles of education the students spend much of the last term of their course as assistants in the Model School in the different grades.

Text-books are freely used for reference in the preparation of lessons. The committing of text-books to memory is avoided, the students being trained to depend upon objects of thought rather than upon words.

DISCIPLINE.

The discipline of the school is made as simple as possible. Students are expected to govern themselves; to do, without compulsion, what is required; and to refrain voluntarily from all improprieties of conduct. Those who are unwilling to conform cheerfully to the known wishes of the faculty are presumed to be unfit to become teachers.

It is not deemed necessary to awaken a feeling of emulation in order to induce the students to perform their duties faithfully. Faithful attention to duty is encouraged for its own sake, and not for the purpose of obtaining certain marks of credit.

GRADUATION, EMPLOYMENT.

The daily work in each study must be satisfactory to enable the student to advance to the studies next in order.

Diplomas are given for the two-years, the three-years, or the four-years course to those students who have satisfactorily completed the studies of the prescribed course. Certificates are given to college graduates who take the special course.

Graduates from either course are in quick demand to fill good positions in the public schools, especially those who have taught before coming to the school, and those graduating from the longer course.

EXPENSES AND PECUNIARY AID.

TUITION is free to all who comply with the condition of teaching in the schools of Massachusetts, wherever they may have previously resided. Pupils who fail to comply with this condition are to pay a reasonable sum for tuition. A fee of two dollars is paid by each pupil, at the beginning of each term, for incidental expenses.

TEXT-BOOKS. — The school supplies the text-books in all the studies.

PECUNIARY AID. — For the assistance of those students who are unable to meet the expenses of the course of instruction in the school, the State makes an annual appropriation, *which is distributed at the close of each term among pupils from Massachusetts*, who merit and need the aid, in sums varying according to the distance of their residence from Bridgewater, but not exceeding in any case one dollar and a half a week. *This aid is not furnished during the first term of attendance.* It is expected that those who do not complete the prescribed course of study, and those who do not teach in the public schools of Massachusetts, will refund any amount they have received from the bounty of the State. Applications for this aid are to be made to the principal in writing, accompanied by a certificate, from a person competent to testify, stating that the applicant needs the aid.

Students living on the line of the railroad, and wishing to board at home, can obtain tickets for the term, if under eighteen years of age, at half season-ticket rates; if over eighteen, at season-ticket rates.

NORMAL HALL.

The State has erected and furnished two pleasant and commodious halls, — Normal Hall and Woodward Hall, — on the school lot, to accommodate the students who desire board. Two students occupy one room. Each room has two closets, is carpeted, supplied with furniture, including mattress and pillows, heated by steam, lighted by gas and electricity, and thoroughly ventilated. One wing of Normal Hall is occupied by the young men. No pains are spared to make the halls a home for the students. The reading-room is supplied with newspapers, periodicals, and some of the best new books for the daily use of the students.

The halls are under the charge of the principal. The regulations of the Board of Education require that the boarders shall pay the current expenses, which include table-board, heating, lighting, laundry and service. The aim is to make these expenses not more than eighty dollars a term for gentlemen, and for ladies not more than seventy-five dollars a term.

PAYMENTS.

Forty dollars is to be paid by each gentleman and thirty-seven and a half dollars by each lady *at the beginning* of the term; and the same amount for each *at the middle* of the term. The object of this payment in advance is to secure the purchase of supplies at wholesale cash prices, thereby saving to each boarder much more than the interest of the money advanced.

FURNITURE.

Each boarder is required to bring bedding, towels, napkins and napkin ring, and clothes-bags. Each occupant will want, ordinarily, four pillow-cases, three sheets, two blankets or their equivalent, and one coverlet for a double bed. It is required that every article which goes to the laundry be distinctly and indelibly marked with the owner's name.

CALENDAR FOR 1892-93.

1892.

June 29. — Summer graduation, Wednesday.
Sept. 7. — Entrance examination, Wednesday.
Sept. 8. — Fall term begins Thursday morning.
Nov. 23–28. — Recess, Thanksgiving.
Dec. 23–27. — Recess, Christmas.

1893.

Jan. 25. — Winter graduation, Wednesday.
Feb. 8. — Entrance examination, Wednesday.
Feb. 9. — Spring term begins Thursday morning.
April 14–24. — Spring recess.
June 28. — Summer graduation, Wednesday.
Sept. 6. — Entrance examination, Wednesday.

BRIDGEWATER, May, 1892.

3 0112 105820390